

USOE Fine Arts Rainbow Chart

| Sixth - Page 1 | | Moving | | Investigating | | Creating | Contextualizing |
|---|--|--|--|---|--|--|--|
| Previously mastered <i>grade level skills</i> | Elements of Dance <i>with definitions</i> | Experience/ Identify | Explore/ Contextualize | Apply/ Build Skills | Analyze/ Integrate | Research/ Create | Refine/ Contribute |
| Knowledge of body basic locomotor and axial movement skills Listen to signals and respond to movement directions. Conditioning principles (balance, strength, flexibility, endurance, alignment), duplicate movement, memorize sequences, isolation of body parts, joint articulation, relationship of bodily skills to time, space, and energy Perform learned choreographed phrase; create an original phrase. complex combinations, performance skills | BODY / MIND <i>The body is the instrument of dance</i> Warm-up <i>A series of exercises/movement to ready the mind and body</i> Locomotor Steps <i>Steps that travel through space</i> Axial Movement <i>Movement that revolves around the axis and is performed in place</i> Alignment <i>Body placement or posture</i> Agility <i>The ability to change direction</i> | Explore the joy of moving the body. Identify the physical and performance skills a dancer must have: strength, flexibility, endurance, coordination, agility, sensitivity, expression, and concentration. Locomotor Steps* Axial Movement* | Learn a sequence that includes strength, flexibility, and endurance. Learn more complex axial and locomotor movement. Include breath and metric rhythms, spatial directions, shaping the body, and energy qualities. video | Practice and perfect the strength, flexibility, and endurance sequence. Perform complex axial and locomotor movement with more accurate breath and metric rhythms, spatial directions, shaping the body, and energy qualities. | Improvise altering the time, energy, and space of the sequence. Improvise complex axial and locomotor movement altering breath and metric rhythms, spatial directions, shaping the body, and energy qualities of the original sequence. | Create an original group dance based on strength, flexibility, and endurance. Create complex axial and locomotor dance by altering the original sequences breathe and metric rhythms, spatial directions, shaping the body, and energy qualities. | Perform original group dance with concentration and focus, sensitivity, and expression. Perform a complex axial and locomotor dance |
| Steady beat, tempo, changing tempos, simple rhythms, call and response, meter, accent, non-metric/breathe rhythm, rhythm patterns, note values, changing accents, musical structures; cannon/round, combined metric and breath rhythms | TIME <i>Defines when one moves</i> Duration (short/long) <i>Length of movement</i> Tempo (fast/slow) <i>Speed of movement</i> Metric Rhythm <i>Grouping of beats in recurring pattern</i> Accent <i>Emphasis that results in a beat being louder or longer than another in a measure</i> Meter <i>Measure or unit of a metrical verse</i> | Rhythm Tempo* | Understand the difference between breath and metric rhythms. Explore them individually and in combination. video | Create a movement phrase that combines metric and breathe rhythms. | Teach the movement phrase to a partner and learn his or her phrase. | Create a duet that includes both partner's metric and breath phrases. Include interesting changes in space and energy. Select a piece of music to accompany the dance. | Perform with concentration and focus. Respond to vocal, musical or observed cues. Move with physical and kinesthetic awareness. Perform with full commitment and work cooperatively. |

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| Previously mastered grade level skills | Elements of Dance with definitions | Experience/ Identify | Explore/ Contextualize | Apply/ Build Skills | Analyze/ Integrate | Research/ Create | Refine/ Contribute |
| Range of movement, shape, levels, direction, symmetry and asymmetry, moving in place and through space, pathways, mapping, negative/positive space, shapes with varying bases of support, counterbalanced shapes, spatial relationships, counterbalanced shapes, spatial relationships, line in space, variations using the elements of time and energy | SPACE <i>Defines where one moves.</i> Pathways <i>Patterns or designs created on the floor or in the air</i> Relationships <i>The body's position relative to something or someone</i> Focus <i>the direction of the eyes, body part or whole body to a particular point in space</i> | Line Focus* | Explore line in space with the whole body, parts of the body and focus. video | Improvise then create a movement phrase using line and focus in space that includes the whole body and body parts. | Teach the line and focus movement phrase to another dancer or to a small group of dancers and learn the movement phrases of a partner or a small group of dancers. | Create a short dance that includes the movement phrases of all of the participants. Create interesting spatial relationships, and energy and time variations. Select music. | Perform with concentration and focus. Respond to vocal, musical or observed cues. Move with physical and kinesthetic awareness. Perform with full commitment and work cooperatively. |
| Performing and sequencing qualities of motion contrasting qualities, springboard qualities from music and nature, abstraction, qualities related to many and varied stimuli, expanded range of movement qualities | ENERGY <i>Defines how one moves</i> Qualities of motion <i>Characteristics of a movement</i> Dynamics <i>The degree of energy, intensity, or power in the execution of movements</i> Compositional Principles | Qualities of motion* | Explore the energy qualities of darting, trembling, floating, suspending, rebounding, and swinging. video Explore abstracting a visual or verbal image into movement. Springboards might include a sculpture, a painting, words, a poem, an emotion or a texture. video | Improvise and create a movement phrase that explores one or more of the energy words. Apply the concept of abstraction by changing the movement through exaggeration, diminution, or in some way changing the space, time or energy. | Teach the energy phrase to a partner or a small group of dancers and learn the phrases of the other dancers. Create and memorize a movement phrase or theme based on the abstracted idea. Discuss how the theme creates or does not create meaning. | Create a short dance based on all of the energy phrases. Include interesting spatial relationships and time variations. Select music to accompany the dance. Create a dance based on an abstracted idea. Expand and vary the theme by changing the space, time and energy. Include repetition, contrast, transitions and resolution. Select music to accompany the dance. | Perform with concentration and focus, full commitment and kinesthetic awareness. Respond to vocal, musical or observed cues. Work cooperatively. Perform with concentration and focus. Respond to vocal, musical or observed cues. Move with physical and kinesthetic awareness. Perform with full commitment and work cooperatively. Discuss compositional principles. |

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| | | Experience/ Identify | Explore/ Contextualize | Apply/ Build Skills | Analyze/ Integrate | Research/ Create | Refine/ Contribute |
| <p>Awareness of self to community, world; and purpose of dance in community, cultural understanding, folk dance, ritual dance, historic context and origins of ballet and modern dance</p> <p>Artistic/Creating Skills Imagination, audience skills, sequencing, creativity, aesthetic analysis</p> <p>Compositional structures Beginning, middle, end; individual, partner; call and response, canon and round, group compositions, abstraction, repetition, contrast, transitions, resolution</p> <p>Performance Skills Focus, concentration, kinesthetic, visual, auditory skills increased, recall, body part articulation, movement commitment and expression</p> <p>Life Skills Cooperation, respect following directions, trust, engagement in learning, self-efficacy, turn taking</p> | <p>CULTURAL <i>Individual, family, school, community, state, country, world</i></p> <p>Ritual/Ceremonial Dance <i>A dance that is performed as part of a, ceremony or religious event/ritual</i></p> <p>Folk Dance <i>Traditional dances of a country which reflect the social customs and norms</i></p> <p>World Dance <i>Traditional dances altered for concert, festival, or community performance</i></p> | World Dance* | Watch and learn about the origins and/or purposes of an ancient or world dance. | Learn an authentic world or ancient dance. | Analyze the movement and explore in groups original movement based on an aspect of the culture (place, belief, purpose). | Create in a group an original world or ancient dance. | Perform in a group an original or ancient world dance. Move with physical and kinesthetic awareness. Perform with full commitment and work cooperatively. |